DOCUMENT RESUME

ED 311 341 CG 021 955

TITLE A Community Education Approach to Substance Abuse.
INSTITUTION Dade County Public Schools, Miami, Fla. Office of Vocational and Adult Education.
PUB DATE 89
NOTE 22p.
PUB TYPE Reports - General (140)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Alcohol Abuse; Alcohol Education; *Community Education; Community Responsibility; *Drug Abuse; Drug Education; Elementary Secondary Education; Family School Relationship; *School Community Relationship; *Substance Abuse

ABSTRACT

Alcohol and drug abuse not only affect the individual, but the entire community. No single person or organization alone is capable of, nor responsible for solving the substance abuse problem. It is now important that schools establish partnerships with the community to develop and implement appropriate programs to foster healthy adolescent development. Positive reinforcement should be given to drug-free activities that keep the community message consistent and clear. Dade County, Florida youth face grave dangers in the fight against drug abuse. Availability and acceptance of drugs in Miami, Florida requires problem solving efforts by families, schools, and community organizations. Schools can engage the community to help win the war against drug abuse. To achieve success schools need to support parents, non-parents, the business community, and others. The most successful drug prevention programs recognize prevention as an ongoing process that changes from day-to-day and is different in every community. A good program acknowledges that drugs are here to stay. Drug abuse is not just a school problem, it is a community problem. If the family unit is to survive as society's most powerful institution, it must join forces with the community to gain the support of its added strength that insures everyone within the community a future firmly rooted in community education. (ABL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED311341

CG 021955

A COMMUNITY EDUCATION APPROACH TO SUBSTANCE ABUSE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Rogelio C. Cuevas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DADE COUNTY PUBLIC SCHOOLS

OFFICE OF VOCATIONAL, ADULT, CAREER, AND COMMUNITY EDUCATION

BEST COPY AVAILABLE

THE SCHOOL BOARD OF DADE COUNTY, FLORIDA

Dr. Michael Krop, Chairman
G. Holmes Braddock, Vice-Chairman
Dr. Rosa Castro Feinberg
Betsy Kaplan
Janet R. McAliley
Robert Renick
William H. Turner

Dr. Joseph A. Fernandez
Superintendent of Schools

A COMMUNITY EDUCATION APPROACH TO SUBSTANCE ABUSE

BEST COPY AVAILABLE

TABLE OF CONTENTS

Introduction i

A Definition of Community Education 1

Identification of Community Concerns in Dade County 3

Scope of the Problem 5

Research Studies 6

Conclusion 10

Appendix 11

Bibliography 12

INTRODUCTION

In its earliest development, community education consisted of "programs" involved in the extending of existing educational resources and programs in the community to serve all age groups, and special target groups not adequately served by regular school programs. As early at 1974, however, J. D. Minzey recognized the role that citizens needed to play in decision making and community problem solving if they were to contribute to the well being of the community.

Today, most community educators claim that community education is a "process", not an institution, and that it involves all programs, services, and organizations that contribute to the total success and growth of the community. As we more closely examine the elements of community education, however, we are able to conclude that it is both a program and a process. The programs, which are of a broad scope and nature, are to be determined by the community and are to be offered to residents at community schools (or other public sites) which will serve as the base of operation. The process actively involves citizens in decision making, thus maximizing the community's use of human and physical resources in the facilitation and coordination of services. This type of cooperative planning between people and their community schools has been shown to have several obvious advantages over a more traditional approach for planning. For example, insurance of a "buy-in" develops from a partnership as goals and schedules are determined. Access to the same information allows for equal input from rich and poor alike, with resulting good intentions becoming transformed into concrete plans. The result - genuine collaboration is cultivated.

Because community education does not lend itself to a standardized prescription, its ultimate promise and worth happen only as a result of strong local leadership and involvement. Today, more than ever before, this is a needed process because our communities are undergoing changes that call for a renewal and responsiveness by our educational systems and broader use of our available resources, particularly those of our public schools. As enrollments decline, as energy shortages become more apparent, as the economic scene changes, and as the need for increasing the quality of the family unit becomes evident, community education must be ready to impact these societal changes in a significant way. This impact can only be felt from the local leadership of community members in partnership with their public schools. We must allow community education to develop this leadership, establish the linkages between the schools and the people, and thus promote a broader use of our resources.

Therefore, it is proposed, in agreement with the recommendation put forth in the Dade County Master Plan for Community Education, that the community education process now in existence within Dade County be expanded to include all middle level students in an attempt to prepare them for a world that is becoming increasingly complex and filled with problems of growing proportion. William J. Bennett, Secretary of Education, identified the problem of drug use in America as the most serious threat to the well-being of our children today. A 1985 National Institute of Drug Abuse survey of American youth, age 12, reported that 70.4 million, or 37 percent of that population had tried marijuana, cocaine, or other illicit drugs at least once in their lifetime. When asked in a 1983 Gallup survey, middle level students named drugs as the greatest single threat to their future well-being; and this perception of threat among teens has risen steadily in recent years with no other issue reaching this level of concern. Logically, with this new growing awareness beginning to take hold, it is time to allow community education to become the solution for bringing people together to solve this and other community problems. In this way, we can begin to effect the improved quality of our community life, both for today and tomorrow. For it is only through the combined efforts of all, that problems can be solved and a prosperous future envisioned.

". . . Regarding the future, there will be a greater emphasis on the community education concept. The task before us, as educational leaders, is to begin to consider the means by which we can foster greater citizen involvement and broader use of educational resources. The future will place a greater and greater emphasis on the role of the community . . . in particular, community education emphasizes the element of effective community leadership dealing with a range of community issues . . .." 2

1 Minzey, J.D. "Community Education—Another Perception." Community Education Journal, IV-3-7, May/June, 1974.

2 An Introduction to Community Education for Wisconsin.
Bulletin 8010, Wisconsin State Department of Public Instruction, Madison Division of Instructional Services, 1980.

A DEFINITION OF COMMUNITY EDUCATION

"Community Education as a concept connotes the involvement of people, the identification of community problems and related educational requirements, and the development of local programs and services designed to address each of these." 3 Broad in scope, the concept is applicable to any group or organization that provides learning opportunities for community members of all ages. It is based on the following four principles:

1) Lifelong Educational Opportunities

   Meeting life's challenges require ongoing education throughout one's lifetime. These opportunities should be available to all community members - regardless of age.

2) Citizen Involvement in Education

   A democratic society requires citizen involvement and contributions to educational decisions and services. This must begin within the community if it is to be effective.

3) Maximum Use Of Community Resources

   Full use of human, physical and financial resources within every community provides a host of opportunities for all members. Through the use of better and more cost-effective programs and services, efficient use of existing community resources is assured.

4) Cooperation and Coordination

   Community Schools working with other community organizations can use resources more efficiently than could either in isolation.

Because of the nature of its diversity, community education and its programs can address many different issues and problems that employ problem solving strategies. Therefore, in order to assure regulation, the federal government has included the following minimum components to be evident in a community education program:

1. The role of the school is to be directly, but not exclusively, involved in administering and operating the program.

2. The community served should be an identified community which at least includes the regular attendance area of the school.

3. The community center should be a public facility, whether an elementary or secondary school, a college or park center where a broad scope of services can be offered. These services should extend the services normally offered by the public facility and should include educational, recreational, health care, and cultural activities that complement the school's program.

4. Community needs should be identified and documented on a continuing basis to respond to community interests and concerns.

5. Community resources and interagency cooperation is necessary to provide a program using as much as possible, educational, cultural, recreational, and other resources located outside the school in order to combine forces with other public and private agencies in the community.

6. The people served should include all age groups with special needs, such as those with limited English-speaking proficiency and the mentally and physically handicapped.

7. Community involvement in governance to allow various institutions, groups, and people participation in assessing the community's needs besides operating and evaluating the programs.

3 The Florida Community Education State Plan. Fiscal Years 1989-93, The Florida Department of Education, January, 1989.

IDENTIFICATION OF COMMUNITY CONCERNS IN DADE COUNTY

The United States is reported to have the highest rate of youthful drug abuse of any industrialized country in the world. Data now shows that initial usage is occurring at an increasingly early age. Most drug abusers are experimenting with drugs while still in middle school. It is not confined to particular population groups or economic levels within society - it affects the entire nation. The United States Drug Enforcement Administration suggests that America's current cocaine supply originates exclusively from South America and that its major port of entry is Florida (with statistics showing that more cocaine enters Dade County than anywhere else). Having been dubbed "The Cocaine Capital of the World," Dade County communities have their challenge clearly identified. The widespread availability of drugs, the marked increase in the popularity of cocaine among youth, and the acceptability of drug use (often becoming a "Family Affair"), creates a unique situation for Dade County communities. As Florida's populations skyrockets, as state poverty rates increase, and as geographic proximity to the drug trade continues, Florida's youth will continue to be vulnerable to substance abuse.

A Florida study entitled, "Students and Drugs," identifies the home as the first choice for drug use. Children of all ages need to be provided with increased supervision during hours outside of the regular school day. There are many hours when schools are not in session. The William T. Grant Foundation recommends that all public school facilities should be open to the community, including out-of-school youth, from early morning well into the evening, 7 days a week, 12 months a year. Our society often looks to schools as the best place to serve our children, it has established a rooted tradition in the community as having a mission to educate and inform. The use of a comprehensive approach with everyone in the community for the good of all, ensures that the problem can be addressed more effectively. Therefore, because a school is uniquely able to bring together the key people within the community, to support the school plan and carry out an educational program, it can play a major role in helping to prevent students from participating in drug related abuse. The school is the only institution within the community that has consistent contact with, and influence on, the people needed to combat drug abuse. Community schools in partnership with youth serving agencies could then use their expertise to commit fully to the youth in Dade County and enhance their informal education in the community, their family experience, or their workplace.

The growing sense of isolation and aloneness that many children and young people experience in much of their daily lives needs to be overcome. They need to know that the community cares about them and their future. They need to know that they are needed, for "The deepest hunger in humans is the desire to be appreciated."4 Once it is understood that they are a resource to the community and a contributor to its betterment, they will be encouraged to value themselves. It is with this that the seeds of self-acceptance are planted, followed by the flourishing of self-esteem. Research now tells us that self-esteem is the key to success for healthy living. Dr. Nathaniel Branden, a renowned psychotherapist and pioneer in the area of self-esteem, explains that how we feel about ourselves crucially affects virtually every aspect of our experience - from the way we function to how high in life we are likely to rise. He writes: "I cannot think of a single psychological problem that is not traceable to a poor self- concept."5 Low self-esteem is a barrier to achievement for young people that supports the conviction that they don't have what it takes, thus stunting mature development. It is one of the enemies of learning as are the societal aspects pressuring

4 The Forgotten Half, Pathways To Success for America's Youth and Young Families. William T. Grant Commission on Work, Family, and Citizenship, November 1988.

5 Branden, Nathaniel How to Raise your Self-Esteem. New York, N.Y.: Bantam Books, 1987.

students to abuse their bodies with drugs and alcohol. Research now shows that teenage pregnancy, suicide, low self-esteem, and vandalism, are but off shoots of the same problem - drug abuse, and drug abuse is regarded as a "Symptom" of more basic problems - namely, underlying social and psychological problems. Many supportive studies lend credence to the idea that people abuse drugs because of deficiencies in one or more areas of basic emotional and psychological need that can be both personal and societal. Regardless of how one views the environment in which the youth of today are reared, the stress and problems of contemporary society contribute heavily to factors that have been linked with drug abuse.

The necessity for major changes in attitudes of youth about norms surrounding drug abuse cannot be over estimated. NSBA president, Leonard Rovins, at a Washington D. C. news briefing said that alcohol and drug abuse can cause "chronic truancy, failing grades, dropping out of school, teenage pregnancy, accidents, depression, family violence" and even suicide or homicide.6 It is important, then, that learning objectives in the middle grades be adapted to what the students need to know in order to deal with the real threats they will encounter if they choose to abuse drugs. "Students at this age level need to know the hard facts about drugs, especially in terms of what they can do to their bodies and minds."7 A recent study on student attitudes toward drug and alcohol consumption by Southern Illinois University, Edwardsville, concluded that drug education may have a positive effect on some aspects of attitudes towards alcohol and drug consumption. Experience has shown, however, that continuing support and encouragement from family, school, and community are vital to sustain effective student activism in this area of drug prevention. "All children can succeed. To do so, children need only to believe in themselves, to be treated equally, and to be supported by adults."8

6 Report On Educational Research. "Schools are Natural Leaders In The Fight Against Drugs, School Board Says." Alexandria, Virginia: Capitol Publications, May 4, 1988.

7 Drug Prevention Curricula. A Guide To Selection And Implementation. Office Of Educational Research and Improvement, U. S. Department of Education, 1988.

8 All Kids Can Succeed: A Report on Southeast Education Improvement Laboratory. Vol. 3(1), Spring 1989.

SCOPE OF THE PROBLEM

1. Middle schools are experiencing serious problems with drugs. By age thirteen, 30 percent of boys and 22 percent of girls have begun to drink alcohol.

2. By 6th grade the number of children experimenting with alcohol increases from 6 percent to 17 percent; nearly 2 percent of all 6th graders have already experimented with marijuana.

3. The percentage of students using drugs by the 6th grade has tripled over the last decade. In the early 1960's marijuana use was virtually nonexistent among 13 year olds, but now 1 in 6 - 13 year olds has used marijuana.

4. The "threshold" choices to try or not to try an intoxicating substance are made between the early middle school and early high school years.

5. Most of the beer/wine users reported initial consumption at age 12-13. The greatest frequency of first use of liquor came at age 14-15. The highest frequency use for both marijuana and cocaine occurred at 14-15.

6. The estimated quantity of cocaine smuggled into the United States has more than doubled in the past five years.

7. In 1986, drug abuse became an important national topic. The media reported an increase of cocaine related deaths, particularly from the use of crack, a cheaper and more powerful form of cocaine.

8. Daily use of cocaine hit all time highs this year with the average age for beginning use set at 12.5 years.

9. Cocaine use increases with age; 5 percent of 13 year olds and 19 percent of 17 year olds have tried it.

10. Recent statistics suggest that substance abuse levels may have peaked, especially in the use of cocaine, which has doubled from 0.2 percent to 0.4 percent from 1983 to 1986.

11. Forty-four percent of teenage callers to a national cocaine hotline reported that they sold drugs. 31 percent said they stole from family, friends, or employers to buy drugs.

12. Some 30 percent of adolescent suicides can be directly related to depression aggravated by drug or alcohol abuse.

13. Fifty-seven percent of middle school students in Florida reported some form of alcohol within the last year.

14. Seventy-seven percent of 8th graders and 89 percent of 10th graders said they used alcohol, and 31 percent of all respondents said they used it before or during 6th grade.

15. Cocaine has been used by 3 percent of the total sample in Florida which represents 25,000 students in grades 6-12.

16. Eighth grade students using drugs regularly often felt they couldn't talk to parents, have less parental supervision, and had close friends or parents who used drugs.

(For sources, see Appendix)

RESEARCH STUDIES

For almost 20 years, schools have faced drug abuse problems. It has not been until recently, though, that drugs have suddenly become a major issue. Polls suggest that attitudes are beginning to increase pressure on educators to do more about drug use in schools because of extensive media coverage, election year pressures, and the recent deaths of several prominent athletes. In response, the President, Congress, state and local leaders are combining with the media to lead a major attack on the drug problem. As a result, research is being done within the schools and case studies, new policies and guidelines, planning models, community advisory committees, and many books and articles are cropping up across the nation.

The Los Angeles Unified School District program in California is designed to help students resist peer pressure and improve self-concept by providing opportunities to develop skills in the area of self-management and peer resistance training. Middle level students focus on the development of self-esteem, decision making, problem solving and peer resistance skills. Through a program known as "Project Smart," 7th and 9th graders cut their substance abuse in half, the district reported.

Los Angeles has also teamed up with the local police department to create Project "DARE." Fifty-two hand picked police officers teach students how to say no to drugs, build self-esteem, manage stress, and develop other skills to keep them drug free. The result has shown improved student attitudes about themselves, a greater sense of responsibility for themselves, and a strengthening in their resistance to drugs. "Dare," through an evening program, has also changed parents' attitudes about drugs, made them aware of the symptoms of drug use, and has helped them to find additional ways to increase family communication.

Virginia Public Schools, in Fairfax County, after six years of a drug program that employs an extensive parent and community education program, showed a 40 percent reduction in student suspension for alcohol and drug violation. The program included local school task forces who planned anti-drug activities for young people, public service announcements, and pledges to keep youth parties free from alcohol or drugs. Teams of administrators, teachers, and parents were trained in evaluation techniques to assess the success of the program.

The Wichita Kansas Public Schools used the "School Team Approach" developed by the U. S. Department of Education. Teams of administrators, parents, and teachers underwent specialized training in assessment of the schools' drug problems. A plan of action founded on the philosophy that "people support what they create," has served as a model for Kansas for four years. The district reported a 43 percent decline in suspensions relating to drug abuse over the past four years and a 58 percent decrease in the number of suspected drug abuse cases between 1980 and 1984.

In Wisconsin, the school districts have formed parent/school/community planning or advisory councils in response to the drug abuse problem. Presentations to students by community professionals or other non-school staff was an additional component of the program. Instruction focused on dissemination of drug abuse information to students and parents, teaching peer refusal and decision making skills, and developing positive student self-concepts. Although no data has been systematically and longitudinally collected to provide clear evidence of reduced levels of substance abuse among young people because of this program, thousands of students were reported benefiteing greatly from it. Also, the results of the study provided considerable cause for optimism about future reduction of drug related problems among Wisconsin youth.

New York State has developed policy and planning guidelines to aid school administrators and school board members in leading the planning to combat alcohol and drug abuse. It stresses a cooperative planning effort by the school, home, and community. It outlines approaches to involve teachers, parents, students, and members of the community in an effort to maintain a school environment that is drug-free. One such program that has evolved is operation SPECDA in New York City. It is a cooperative program between the City Board of Education and the Police Department. It stresses the building of good character and self-respect, the dangers of drug use, civic responsibility, and constructive alternatives to drug abuse. Evening workshops involve parents. An evaluation showed that most of the students had become more aware of the dangers of drug use and showed strong positive attitudes in a resolve to resist drugs.

In Portland, Oregon, the Northwest Regional Educational Lab is proposing a planning model for successful drug-free schools. Based upon the idea that problems of drug abusers are not solely the responsibility of the schools but are the responsibility of both school and community institutions, it advocates strong school-site administration, district leadership, committed and interested staff, and support for the team process as a necessary foundation.

The National Education Association in Washington D. C., has published a book on Student Drug and Alcohol Abuse. The author, Richard L. Towers, makes these points: drugs can and will destroy many of our students; teachers and other school employees must join with parents and other community members to combat the problem; the same problems and conditions responsible for drug abuse also contribute to teen pregnancy, vandalism, dropout, and suicide; and as a unit, communities can take action to combat this problem.

Southern Oregon, in the Jackson County Area, has formed a committee dubbed "Soda," that incorporates the joint efforts of community and school working together to fight drug abuse. The result has been the opening of many channels of communication and the formation of the following committees: 1) Business and Industry committee designed to create an awareness of the drug problem within their own ranks and to encourage support of drug and alcohol abuse agencies. 2) Law Enforcement committee to publicize in the community laws on drugs and penalties for drug abuse and sale. 3) Community Information committee to keep soda highly visible within the community through workshops, articles in local papers, and distribution of drug resource guides within the community. 4) Parent Education committee to provide help for parents in the area of drug and alcohol abuse. 5) School Curriculum committee to promote drug awareness within the schools. 6) Youth Development committee to aid students with their drug or alcohol problem. The program has met with great success and plans for future expansion are underway. Exceptional administration is cited as a major factor for success, besides cooperation among community groups. Jackson County feels that the total quality of life within the community has improved.

The California State Department of Education has revised the guidelines for drug education in the state of California to include greater emphasis on alcohol and drug abuse. One of its area of focus is involvement by parents and community alike. It relies heavily on cooperative relationships to link the school with community agencies.

The Four Worlds Development project at the University of Lethbridge, Canada, has dedicated itself to the elimination of alcohol and drug abuse in its society by the year 2000. It recognizes that the root of the problem lies within the heart of the communities themselves, and is so proposing that the solution come from the same. Education to assure individual healing and healing of the entire community is seen to be an integrated process. Human development is described as a "Learning Process," thus a wholistic framework for educating youth and community members. The process of community consultation, commitment, and participation is as much a part of the Four Worlds Project as is the educational plan. The long range goal is to penetrate the very core of community life in order to resolve the problem.

In an article titled "The Evolution of a Community Drug Abuse Program; Families Have a Critical Role," Timothy Hyland reviews a drug abuse program known as "Quest." It was found to be one of the most effective prevention programs implemented in the country. A study of the quest material by the University of Toledo found the participants at the junior high level to have significantly changed their self-esteem, communication, and problem-solving skills. It was a program designed to help youth get themselves together, deal with others effectively, handle situations, make decisions, be responsible, and strengthen identification skills with viable role models. The talents of community groups were used in the development and implementation of the program and parents were informed and involved in the evolution of the program through newsletters, principals' advisory groups, P. T. A., and the media.

Adolescent substance abuse prevention training known as "Say It Straight" (University of Oklahoma), is aimed at teaching middle graders how to deal with peer pressure and say "No" to an offer of drugs or alcohol. By the end of the school year, the program yielded significantly lower alcohol/drug related suspensions and referrals. All students involved showed gains in assertiveness skills. It was concluded from the research involved in the program, that most young people do not want to be involved in substance abuse. When given the chance will develop assertiveness/leveling skills.

In Allegheny County, Pennsylvania, the school district has expanded a three-day intensive drug/alcohol intervention program to the junior high level. The program involves evaluation by participants and parents, and concentrates on enabling students to make informed decisions about their own drug use. Evaluation was generally positive with 26 percent of the participants going on to other support groups within six to eight months of the program. None of the participants has been apprehended again for violating school policy.

Growing healthy: An effective substance abuse prevention program, launched a ten year longitudinal study of a comprehensive K-7 health education program. It was developed over a 13- year period of active school and community involvement and integrated substance abuse prevention studies with student health classes. Developed by the American Lung Association, the evaluation process was conducted under the quality assurance guidelines from the U. S. Department of Education's National Diffusion Network. It has been credited with accomplishing a monumental task. Students who completed the program in the 7th grade were tested for their 9th grade attitudes and behaviors. It was found that a reduced percentage of students used alcohol on a regular basis. A reduced number had tried drugs and they expressed stronger beliefs that they would not use drugs as adults.

A coalition effort of the San Marino School District, PTA units, and parent alert, provided an impressive educational event with an evening entitled "Hooked on Youth." A keynote speaker, Adrian Zmed, of ABC'S "T. J. Hooker," addressed the topic of self-esteem followed by a variety of subjects relating to substance abuse. Workshops were conducted by professional speakers and former drug users. The success of the program showed genuine concern by the entire community about drug and alcohol abuse among teenagers. Following this event the, San Marino PTA Council sought financial help from the National PTA, Drug and Alcohol Prevention Project for future school use.

The American Council for Drug Education with its program, "Building Drug-Free Schools", boasts distinction in its call for drug-free schools in contrast to the aims of other programs responsible use of drugs, increased self-esteem, etc. One of its features includes a guide to building community consensus and successful models for forming parent-school partnerships besides community resolve to work for drug-free youth. Its focus is system-wide not just school-wide. It ties together administrative efforts, classroom exercises, parent organizations, and community consensus-building that youth can, and should, be drug-free.

In his book, A School Answers Back: Responding to Student Drug Use (Rockville, MD.: The American Council for Drug Education, 1984), Hawley writes: "We have....put together a system of drug prevention that has born community-wide results, which has made school life substantially drug-free, and has begun to alter the climate of students' out-of-school life as well . . .."9

From the studies mentioned above, it can be noted that the key support had to first come from superintendents and administrators. It is only through their commitment of time and resources that clear lines of responsibility and accountability can be established with the community so that effective strategies are developed and comprehensive programs carried out. This is supported by a study done at the University of Utah in 1985. The problem of the study was to discover what aspects induced change using an alcohol and drug abuse program. The results of the study identified the leadership behavior of the principal as significantly associated with the use of the curriculum and the teacher's perception of the support of the principal in his/her role in the prevention education.

9 Curriculum Report. "Drug Prevention Programs-Strong Policies, Strong Actions": Reston, Virginia; NASSP, Vol 17(5), April, 1988.

CONCLUSION

Every society has the primary responsibility to protect and nurture its children. In the United States today that responsibility is being challenged by the serious threat that drug abuse poses to our children's health and well being. Alcohol and drugs not only affect the individual, but also the entire community. Plato stated that no one can be a good citizen alone, and, certainly no one person or organization alone is capable of, or responsible to solve the drug problem. Everyone must pull together to plan and execute prevention programs through education, which is our greatest weapon, our most valuable tool.

The onset of adolescence during the middle grades creates additional problems in relation to substance abuse. Teens increased need for peer acceptance, desire to "appear adult," and expanded social opportunities predispose them to decision making regarding experimentation with intoxicating substances. It is now that it is most important that schools establish partnerships with the community to develop and implement appropriate programs to foster healthy adolescent development. Positive reinforcement should be given to youth groups and clubs which sponsor drug-free activities that keep the community message consistent and clear; for according to research, what happens outside the classrooms in other areas of the school, home, and the entire community can work either for or against educational programs. "Certainly a community climate unreceptive to childhood and adolescent drug and alcohol use greatly enhances the school's prevention efforts."10

Dade County youth face even graver dangers in the fight against drug abuse. Availability and acceptance of drugs in Miami requires even greater problem solving efforts by families, schools, and community organizations. Schools can't be expected to organize the entire community and its activities. It can, however, engage the community to help it win the war against drug abuse. To achieve success the schools need to help and support parents, non-parents, the business community, and others. They must depend on the community partnership if young people are to become or stay chemical free.

The most successful drug prevention programs recognize that prevention is a neverending process that changes from day-to-day and is different in every community. A good program also acknowledges that drugs are here to stay. A study at Ball State University underscored that efforts to eliminate the source of drugs were unsuccessful. Drug abuse is not just a school problem, but also a community problem. While it is true that the school is a key influence, parents are the child's first and most important teachers. If the family unit is to survive as society's most powerful institution, it must join forces with the community to gain the support of its added strength that insures everyone within the community a future-to-future firmly rooted in community education.

10 Curriculum Report. "Drug Prevention Programs-Strong Policies, Strong Actions." Reston, Virginia: National Association of Secondary School Principals, Vol 17(5), April, 1988.

APPENDIX

1. Drug Prevention Curricula: A Guide to Selection and Implementation. Office of Educational Research and Improvement, U. S. Department of Education, 1988.

2. Judith Funkhouser and Sharon Low Amatellim "Alcohol and Drug Abuse Prevention: From Knowledge to Action," in the Report of the National Governors Association, Task Force on Alcohol and Drug Abuse, 1987.

3. William J. Bennett, What Works: Schools without Drugs. U. S. Department of Education, 1986.

4. Curriculum Report. "Drug Prevention Programs-Strong Policies, Strong Actions, Vol. 17(5), April 1988.

5. Linda Overstreet Harvey, "Curriculum Implications for Parent Drug Awareness-Action Education Programs," Georgia State University, 1985.

6. Illegal Drugs and Alcohol: America's Anguish. Plano, Texas, Information Aids, 1987.

7. Drug Abuse Prevention: Further Efforts Needed to Identify Programs That Work, Washington D. C.: U. S. General Accounting Office, December 1987.

8. The Drug Free School: What Executives Can Do. Arlington, Virginia: National School Public Relations Association, Education USA, 1988.

9. Healy, Michelle. "Pre-Teens Tempted by Drugs," USA Today, May 13, 1987.

10. Drug Prevention Curricula. A Guide to Selection and Implementation. Office of Educational Research and Improvement, U. S. Department of Education, 1988.

11. William J. Bennett, What Works: Schools without Drugs. U. S. Department of Education, 1986.

12. G. Klerman, Department of Psychiatry, Cornell University, and Stella Pagano, M. D. quoted in "When the Pain's too Great: Substance Abuse and Suicide," Dare Magazine, Vol. 2(2), 1987.

13. Students and Drugs. A Florida Study. Florida Department of Education and Florida State University, October 1988.

14. Report on Education Research. "Adolescents take Health Risks Despite Knowing Dangers." Alexandria, Virginia: Capitol Publications, April 5, 1989.

15. Students and Drugs: A Florida Study. Florida Department of Education and Florida State University, October 1988.

16. Marguerite Mary Stiefbold. "Psychosocial and Demographic Variables Related to Drug Use of Eighth-Grade Students." Northern University, 1985.

BIBLIOGRAPHY

All Kids Can Succeed: A Report on Southeast Educational Improvement Laboratory. Vol. 3(1), Spring, 1989.

An Introduction to Community Education for Wisconsin. Bulletin 8010, Wisconsin State Department of Public Instruction, Madison Division of Instructional Services, 1980.

Better Schools, Better People: How Schools Can Help to Prevent Drug and Alcohol Abuse. Sacramento, California: California State Department, 1979.

Bennett, William J. "Children and Drugs," Education Magazine, Winter, 1987.

Bennett, William J. What Works: Schools Without Drugs. U. S. Department of Education, 1986.

Branden, Nathaniel. How to Raise Your Self-Esteem. New York, N. Y.: Bantam Books, 1987.

Building Public Confidence in Our Schools. Get the Community on the School Team. Arlington, Virginia: American Association of School Administrators, 1983.

Campbell, Elizabeth. "Community Education and Health Services." Washington, D. C.: United States Conferences of Mayors, 1982.

Chilton, Susan Kay. "Selected Variables of Perception Associated with the Implementation of Educational Programs: Study of the Initiation of a Drug Prevention Program." University of Utah, 1985.

Conroy, Charles P. "Implementing Drug Misuse Prevention Programs in Schools: Perspectives of Various School Constituencies." Columbia University Teachers College, 1987.

Cuff, Barbara Jane. "The Implementation and Evaluation of a Drug/Alcohol Intervention Program on the Secondary Level." University of Pittsburg, 1985.

Curriculum Report. "Drug Prevention Programs - Strong Policies, Strong Actions. "Reston, Virginia: National Association of Secondary School Principals, Vol. 17(5), April, 1988.

Drug Abuse Prevention. Further Efforts Needed to Identify Programs that Work. Washington, D. C.: U. S. General Accounting Office, December, 1987.

The Drug Free School: What Executives Can Do. Arlington, Virginia: National School Public Relations Association, Education USA, 1988.

Drug Prevention Curricula. A Guide to Selection and Implementation. Office of Educational Research and Improvement, U. S. Department of Education, 1988.

Education: Florida's Investment in Excellence. Annual Report of the Commissioner of Education, 1988.

Englander-Golden, Paula. "Say it Straight: Adolescent Substance Abuse Prevention Training."

Stillwater, Oklahoma: Oklahoma State Department of Mental Health, August, 1984.

Fields, Gary M. "You Cannot Delegate Leadership." Educational Leadership, March, 1988.

The Florida Community Education State Plan. Fiscal Years 1989-93. Florida Department of Education, January, 1989.

The Forgotten Half, Pathways to Success for America's Youth and Young Families. William T. Grant Foundation Commission on Work, Family, and Citizenship, November, 1988.

Fox, Lynn S. "Planning Model for Successful Drug Free Schools." Portland, Oregon: Northwest Regional Educational Laboratory, October, 1987.

Fredisdorf, Mark. Alcohol and other Drug Program School Grant Study. Madison, Wisconsin: Bulletin No. 8343, Bureau for Pupil Services, 1987.

Guidelines for School-Based Alcohol and Drug Abuse Programs. Sacramento, California: California State Department of Education, 1981.

Hansen, William B. "Effective School-Based Approaches to Drug Abuse Prevention." Educational Leadership, March, 1988.

Hyland, Timothy F. "The Evolution of a Community Drug Abuse Program: Families have a Critical Role." Atlanta, Georgia: American Association of School Administrators, 1981.

Illegal Drugs and Alcohol: America's Anguish. Plano, Texas: Information Aids, 1987.

Johnson, Virginia Schaumieffel. "Southern Oregon Drug Awareness (SODA): Community and School Working Together to Fight Drug Abuse." Eugene, Oregon: Oregon School Study Council, September, 1982.

Minzey, J. D. "Community Education — Another Perception." Community Educational Journal, IV-3-7, May/June, 1974.

O'Connell, Carol. "How to Start a School/Business Partnership, Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1985.

Overview: The Four Worlds Development Project. Alberta, Canada: Lethbridge University, 1984.

Pinder, Donna. "Sunrise: The PTA Tackles Substance Abuse." Thrust, April 1986.

Report on Education Research. "Adolescents Take Health Risks Despite Knowing Dangers." Alexandria, Virginia: Capitol Publication, April 5, 1989.

Report on Education Research. "Schools Are Natural Leaders in the Fight Against Drugs, School Boards, Say." Alexandria, Virginia: Capitol Publications, May 4, 1988.

Stiebold, Marguerite Mary. "Psychosocial and Demographic Variables Related to Drug Use of Eighth-Grade Students." Northern Illinois University, 1985.

Stiglemeier, Carol Anne. "Alcohol/Drug-Free Schools in New York State. Planning Policies and Guideline." Albany, New York: New York State Education Department, 1987.

Students and Drugs: A Florida Study. Florida Department of Education and Florida State University, October, 1988.

Towers, Richard L. Student Drug and Alcohol Abuse. How Schools Can Help Combat Series. Washington, D. C.: National Education Association, 1987.

Wigelworth, Bill. Community Education: A Community Education Planning Process Guide. Washington, D. C.: Morehead State University, 1982.

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Florida Educational Equity Act - prohibits discrimination on the basis of race, sex, national origin, marital status or handicap against a student or employee.

Veterans are provided re-employment rights in accordance with P. L. 93-508 (Federal) and Section 295.07, Florida Statutes, which also stipulates categorical preferences for employment.

Printed by
Graphics
And
Materials
Production